



High School Dance 3-4

Deer Valley Unified School District #97

9-12

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p>1. MOVEMENT TECHNIQUE</p> <ul style="list-style-type: none"> Coordination Move various parts of the body simultaneously. Rhythm Demonstrate the sense of rhythm, time, and accent. Demonstrate and understanding of acceleration, deceleration, adagio, allegro, syncopation, half-time, and double time. 	<p>Select body parts and move them simultaneously in the same manner using a set rhythm (i.e., hip and head swinging to the right).</p> <p>Select body parts and move them simultaneously in the same manner (i.e. kick right leg while swinging left arm)</p> <p>Move to a 2/4 ,3/4, 4/4 ,and 6/8 meter.</p> <p>Create and perform rhythmic patterns using different accents.</p> <p>Perform movement with acceleration, deceleration, adagio, allegro, syncopation, half-time, and double time.</p> <p>Move one part of the body to a rhythm or tempo and another part of the body to a different rhythm or tempo.</p>	<p>Observe student progress and give feedback.</p> <p>Monitor, correct and evaluate student performance.</p>	<p>Work with a choir or music teacher to teach students a variety of ways to create rhythmic patterns.</p>

<p>• Strength and Flexibility</p> <p>Develop through dance activities the major muscle groups of the body.</p> <p>Understand and engage in flexibility exercises.</p> <p>• Body Alignment</p> <p>Develop an awareness of proper body alignment.</p> <p>Demonstrate proper alignment while performing dance movements.</p> <p>• Balance and Control</p> <p>Participate in activities that develop both stationary balance and locomotor control.</p>	<p>During warm-ups and combinations, students will engage in exercises that improve strength, such as "crunches", push-ups, plies, relevés, jumps, etc.</p> <p>During warm-ups and combinations, students will demonstrate flexibility exercises, such as "butterfly" stretch, parallel-leg stretch stretch with legs in 2nd position, cambrés, splits, etc..</p> <p>Students will demonstrate correct dance posture while standing still.</p> <p>Students will practice using correct body alignment while performing dance movements.</p> <p>During warm-ups and combinations, students will practice balance (i.e., relevés, arabesques, attitudes, and retirés, etc.)</p>	<p>Evaluate students on effort, participation and skill.</p> <p>Teacher monitor and correct as needed.</p> <p>Evaluate students on participation, effort, skill.</p>	<p>Study of effects of exercise on the body. Caloric intake, metabolic rate etc.</p>
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<p> • Dance Forms: Ballet Accurately identify and demonstrate the five basic positions of the feet and arms. </p> <p> Accurately identify and demonstrate ballet positions of the body. </p> <p> Demonstrate ballet movements using the barre. </p> <p> Fondues, frappes, developes, rond de jambes - en fondu and en l'air (low), grand battements - fondu and releve battement serre. </p>	<p> During progressions across the floor, students will demonstrate control by maintaining balance, correctly performing the sequence, and utilizing correct timing. </p> <p> Students will demonstrate the five positions of the feet and arms. </p> <p> Students will correctly identify the above positions when demonstrated by another student, the teacher, or in a picture or drawing. </p> <p> The student will identify and demonstrate an arabasque and retire, attitude and wrapped foot positions. </p> <p> Students will engage in barre exercises using any of the following movements: <ul style="list-style-type: none"> fondues frappes developes rond de jambes <ul style="list-style-type: none"> en fondu en l'air (low) grande battements <ul style="list-style-type: none"> fondu releve battements serre </p>	<p> Determine visual, aural, and physical knowledge of positions. </p> <p> Evaluate performance </p> <p> Evaluate participation, effort and skill. </p>	
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<p>Perform ballet movements without the barre.</p> <p>pirouette turns -single, en de hors, single en de dans grande plies adagio allegro temps lie assemble en tournant jumps (4th, echappe to 4th coupe, jumps changing directions.)</p> <p>Students will identify the correct terminology of dance terms.</p> <p>Perform ballet combinations across the floor.</p>	<p>Students will perform the following exercises and movements in the center floor:</p> <p>pirouette turns (single, en de hors, single en de dans) grande plies adagio allegro temps lie assemble en tournant jumps (4th, echappe to 4th coupe, jumps changing directions.)</p> <p>Students will perform combinations that move across the floor with the following ballet skills:</p> <p>pirouettes releve, saut balance, balance turns jete releve arabasque pique arabasque soutenue turns</p>	<p>Evaluate participation, effort and skill.</p>	
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<p>Memorize and perform an extended movement sequence.</p> <p>• Dance Forms: Jazz</p> <p>Perform jazz movements and positions in the center floor.</p> <p>Perform a lindy with various arm movements and jazz splits.</p> <p>Perform jazz combinations across the floor.</p> <p>Demonstrate knowledge of: Kicks - fan and prep, turns-outside/inside and chaine with a head roll, pas de bouree - with double outside turns, double stag leap turn, shoot throughs, cowboys, focuses, and side grande jetes.</p>	<p>Students will memorize and perform a ballet adagio and an allegro.</p> <p>Students will memorize and perform a ballet dance for an audience.</p> <p>During warm-ups and combinations, student will engage in exercises to practice the following jazz movements and positions:</p> <p>lindy (w/various arm movements)</p> <p>jazz splits</p> <p>Students will perform combinations that move across the floor that utilize the following movements:</p> <p>kicks:</p> <p>fan kicks</p> <p>prep kicks</p> <p>turns:</p> <p>outside-inside</p> <p>chaine w/head roll</p> <p>pas de bourrees:</p> <p>w/double outside turns</p> <p>leaps/elevations:</p> <p>double stage leap turn</p> <p>"shoot-thrus"</p> <p>"cowboys"</p> <p>fosses</p> <p>side grande jetes</p>	<p>Evaluate knowledge, technique, and performance quality.</p> <p>Evaluate participation, effort and skill.</p> <p>Evaluate participation, effort and skill.</p>	<p>Global Studies of history of jazz age.</p> <p>Create a song and dance number that will explain the jazz age.</p>
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<p>Memorize and perform an extended movement of sequence.</p> <p>• Dance Forms: Modern</p> <p>Demonstrate modern dance positions and non-locomoter movements.</p> <p>Perform locomotor movements and combinations.</p> <p>Demonstrate knowledge of triplets, prancing, skip, gallop.</p> <p>Memorize and perform an extended movement sequence.</p>	<p>Memorize and perform a jazz routine.</p> <p>Memorize and perform a jazz dance for an audience.</p> <p>During warm-ups and combinations, students will engage in exercises that utilize positions such as parallel and tilt and non-locomotor movements such as contract/release, rise/fall, swing, sway, arch, and shapes.</p> <p>Students will perform movements across the floor which include:</p> <ul style="list-style-type: none"> triplets changing directions. prancing (fwd bwd) run (in different floor patterns) skip, gallop, leap <p>Memorize and perform a modern dance combination and perform it for the class.</p>	<p>Evaluate knowledge, technique, and performance quality.</p> <p>Evaluate, participation, effort, and skill.</p> <p>Evaluate, knowledge, technique, and performance quality</p> <p>Evaluate knowledge, technique, and performance quality.</p>	
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<p>• Dance Forms: Tap</p> <p>Demonstrate tap movements in the center floor or at the barre.</p> <p>Perform isolated tap skills.</p> <p>Toe taps, flaps, heel drops, shuffles, hops, leaps, toe backs.</p> <p>Demonstrate knowledge of double shuffles with heel drops, flaps with double heel ball change, stomp with weight and without, and scuff.</p> <p>Perform tap combinations across the floor.</p> <p>Memorize and perform and extended movement sequence.</p>	<p>During warm-ups, students will engage in exercises to practice isolated tap skills (i.e., toe taps, flaps, heel drops, shuffles, hops, leaps, toe backs, etc.)</p> <p>Students will perform the following non-locomotor skills:</p> <p>double shuffles w/heel drops flaps double heel, ball change stomp (no weight) stomp (with weight) scuff</p> <p>Students will perform combinations moving across the floor utilizing the following movements:</p> <p>running shuffles backward, shuffle step turns, flap triple heels:fwd, bwd, turning, running flaps buffaloes:double, triple rifs: 4ct turning, pullbacks: 4ct, 2 ct. fwd, single foot, time steps:single, double, triple.</p> <p>Memorize and perform a tap routine.</p> <p>Memorize and perform a taproutine for an audience.</p>	<p>Evaluate participation, effort, and skill.</p> <p>Evaluate participation, effort, and skill.</p> <p>Evaluate knowledge, technique, and performance quality.</p>	
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- **Terminology**

Show written, verbal, and physical evidence of dance terminology.

Students will identify the correct terminology for the following dance terms:

assemble, buffalo, chane, chasse, cramp roll, degage, demi plie, fan kick, flap, fondue, frappe, grande jete, grande plie, hitch kick, irish, lindy, maxie ford, pad de bourree, pirouette, round de jamb, scuff, soutenue, tendue.

Use written, verbal, and/or physical evaluation.

2. CREATIVE EXPRESSION

- **Performance Techniques**

Identify and demonstrate the performing techniques of focus, muscle memory, projection, clarity of movements, and energy.

Teacher and students should discuss performing techniques.

Students should practice each of the techniques separately when performing a dance routine.

Students should demonstrate all of the techniques while performing a dance.

Evaluate performance quality when assessing dances and routines

4. BODY AWARENESS

- **Anatomy**

Demonstrate a knowledge of basic human anatomy as it relates to dance movement.

Students should be able to define posture and recognize some posture problems, such as scoliosis, lordosis, etc.

Determine knowledge through written or oral test.

Work with anatomy class to create group projects on kinesiology.

- **Injury Prevention**

Identify procedures for the prevention of dance-related injuries.

Students should be able to define some common dance-related injuries, and identify remedies and ways to prevent them (i.e., strain, sprain, cramp/charley horse, shin splint, muscle soreness.)

Students show written or verbal evidence of knowledge.

Recognize the importance of a proper warm-up.

Students can read and/or discuss basic physiology of a warm up and reasons why warming up is essential.

- **Nutrition**

Explain how healthy practices enhance a dancer's ability to dance.

Students can read and/or discuss basic nutritional principles and how good nutrition helps a dancer.

Determine knowledge by written or oral test.

Health department presentation.

Students can keep a chart of their own daily food intake for a few days and analyze their own nutritional practices.

5. PRODUCTION

- **Stage Terminology**

Identify stage terminology and stage directions.

Students should be able to recognize stage terms and stage directional terms when given to them by a teacher, director, or other student.

Monitor student progress and give feedback.

- **Theater Etiquette**

Demonstrate the mannerisms and professionalism of a performer.

Teacher should explain specific theater etiquette such as not touching the curtains/legs, holding pose until black, no gum on stage, etc.

Monitor student progress and give feedback.

Students should then be expected to demonstrate correct theater etiquette of a performer.

Monitor student progress and give feedback.

Demonstrate the proper behaviors of an audience member.

Teacher should discuss the proper behaviors of an audience and how the theater differs from other entertainment venues such as a football field, sports arena, rock concert, etc.

Students should be able to demonstrate these behaviors at a concert.

Monitor student progress and give feedback

- **Costuming**

Design a costume for a real or imaginary dance piece.

Students can design a costume using fabric scraps, glitter, colored pencils, etc. using a paper doll, doll, or outline of a dancer on paper.

Evaluate project on creativity, appropriateness, and use of costuming principles.

Work with home economics teachers on basics of fashion/construction and styles, colors.